

Final Plan 8-17-21

Revised Plan 1-14-22

Revised Plan 8-22-22

Berryhill Public Schools

ARP ESSER III Spending Plan

The ARP Esser III Spending Plan is a three-year projected budget. The spending plan was developed to maintain student learning services that might otherwise be cut due to budget shortfalls. If current state funding remains static, the \$250,000 budget shortfall from FY21 could be a projected \$750,000 shortfall over the next three years. In addition, the plan includes implementing new student supports for identified learning loss due to the pandemic and services to all student populations.

Part 1: Prevention and Mitigation Strategies

The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

COVID-19 and its variants have brought many challenges to Berryhill Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with intermittent school site closures for Distance Learning. The goal was to provide continuity of all school services. During the 2021-2022 school year there was minimal disruption to the traditional school setting. Students were still allowed to enroll in the Virtual Academies at the parent's request. At the time we plan to continue operations as conducted in the 2021-2022 school year.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Berryhill Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2022-2023 school year. If funding for a particular item has been identified as an expenditure in ESSER stimulus funds, it is noted in the chart. Consultation and collaboration continue in planning for the 2022-2023 and 2023-2024 school years.

Expenditure Strategy/Item for Prevention & Mitigation	
Supplies for maintaining safe environment	Masks, gloves, face shields, or partitions
Cleaning Supplies & Equipment	Items in this section will be funded as needed from additional grant money received from COVID-19 for Prevention and Mitigation.

Security Cameras	<p>The purchase of additional cameras will allow administrators to monitor increased areas within and around the school sites to ensure that proper contact tracing is conducted and health protocols are followed.</p> <p>FY23 Update Cameras were purchased during the 2021-2022 school year with funds allocated for this project. No additional cameras are needed at this time.</p>
Health Services Personnel	Items in this section will be funded as needed from additional grant money received from COVID-19 for Prevention and Mitigation.
ESSER III Part 1	Prevention & Mitigation Strategies/Items= \$500.00

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Part 2: Strategies for Addressing Learning Loss

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year. At least 20% of the ARP ESSER III budget is required to be spent in this area.

Expenditure Strategy/Item for Addressing Learning Loss	
Counselor (Matching salary with the Counselor Corp Grant)	Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health of students at all levels and support student academic efforts.
PASS subscription	Counselors and administrators will be able to proactively identify social and emotional barriers to successful learning and provide assistance to students.
Chad Cargill ACT Prep with workbooks	The District will provide ACT preparation course for students who have experienced learning loss due to circumstances prompted by Covid19.
GoGuardian subscription	Monitor and manage student devices, improve teacher-student communication, identify at-risk students, and improve parental involvement in distance learning.

GoGuardian PD	Training was completed during the 2021-2022 school year. No other professional development is needed for this program.
Summer School Remediation	Identify students who are failing or at risk of failing and provide a Summer School Program for remediation and credit recovery.
Virtual Job Shadow Training	Program to enhance the student experience with virtual career studies. Program is accessible if health protocols dictate students move to distance or virtual learning due to an increase in virus cases.
Virtual Job Shadow PD	Train counselors and staff implementation of Virtual Job Shadow program
Teaching Materials	ELA and Math remediation materials)
ESSER III Part 2 20% Learning Loss Reserve (\$93,552.02) Minimum requirement	Addressing Learning Loss= \$125,541.75

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Part 3: Other ARP ESSER III Expenditures

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The District will expend the remaining ARP ESSER funds to offset revenue shortfalls that have been prompted by Covid19 (declining enrollment and a loss of revenue from State Aid). If current state funding remains static, the \$250,000 budget shortfall from FY21 could be a projected \$750,000 shortfall over the next three years. The allowable use of ARP ESSER funds to address this shortfall will enable the District to maintain a stable fund balance.

Expenditure Allowable Use	
Oklahoma School Insurance Group	R: Other activities necessary to maintain the operation and continuity of services in LEAs and continuing to employ the LEA's existing staff.
Public Service of Oklahoma	R: Other activities necessary to maintain the operation and continuity of services in LEAs and continuing to employ the LEA's existing staff.

Payne	The previous Director was employed part-time and retired. With the increased grants management from the COVID-19 funds, the District had to add a .5 FTE to the director's position to accommodate and direct all the grant activities.
Garner	Additional support personnel was hired to provide assistance for COVID grant continuation..
Part III	Other Allowable Expenditures=\$341,718.34

Berryhill Public Schools

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Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our Commitment to the Continuity of Excellence

Support All Students with Extra Measures for MVPs

MVPs = Most Vulnerable Populations

The District will utilize the PASS assessment program to assist in providing student support services.

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Low-Socio economics	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement Classroom Guidance with site counselors.</p> <p>Implement a Connections Program – teachers are assigned to a cohort of students and intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources.</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students of Color	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p>	<p>Implement Classroom Guidance with site Counselors</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and to intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources.</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
English Learners	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement Classroom Guidance with site Counselors</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and intentionally follow the</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County</p>

	<p>Summer and After-School programs designed for ELs</p>	<p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Provide information on community resources for parents and extended family.</p>	<p>MVPs to identify needs and times of possible crisis.</p>	<p>Mental Health Resources.</p>
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MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
<p>Students with Disabilities</p>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Students with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for the inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments.</p>	<p>Implement Classroom Guidance with site Counselors</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources.</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Students Experiencing Homelessness	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>The district will make every effort to receive school records from previous schools</p> <p>Full or partial credit will be awarded to students for Coursework completed before enrollment.</p> <p>Online coursework will be used to recover credits.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for the inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement Classroom Guidance with site Counselors</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources.</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Children in Foster Care	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs</p>	<p>Implement Classroom Guidance with site Counselors</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources</p>

MVPs	Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Migratory Students	<p>Identify any migratory students at the point of enrollment.</p> <p>Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to MVPs</p>	<p>Implement Classroom Guidance with site Counselors</p> <p>Implement a Connections Program – teachers assigned to a cohort of students and intentionally follow the MVPs to identify needs and times of possible crisis.</p>	<p>Provide a school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies and Tulsa County Mental Health Resources</p>

We are requesting your feedback on the development and implementation of our plan to support student learning with the funds received through the American Rescue Plan Act of 2021. Your input is an important part of developing and implementing a plan that addresses the most pressing needs of our students. We want to hear from you!

[Click here to provide your input!](#)